

Lockport City School District  
ELA Grade 4  
Unit 4  
Aligned to the Common Core 2011-2012

**Unit 4 Title:**

**Rationale:** Students who are college and career ready develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

**Duration:** 10 weeks

**PHASE ONE: DESIRED RESULTS**

**GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:**

**\*Note:** highlighted standards are formally assessed within this unit.

**Reading for Information**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(RI.4.1)**

Determine the main idea of a text and explain how it is supported by key details; summarize the text **(RI.4.2)**

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **(RI.4.7)**

Explain how an author uses reasons and evidence to support particular points in a text. **(RI.4.8)**

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **(RI.4.9)**

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with

scaffolding as needed at the high end of the range. **(RI.4.10)**

### Foundational Skills

Know and apply grade-level phonics and word analysis skills in decoding words. **(RF.3a)**

- a. Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Read with sufficient accuracy and fluency to support comprehension. **(RF.4a,c)**

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **(W.4.2a-e)**

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **(W.4.4)**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing **(W.4.5)**

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **(W.4.6)**

Conduct short research projects that build knowledge through investigation of different aspects of a topic. **(W.4.7)**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. **(W.4.10)**

### Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **(L.4.1b,f,g)**

- b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correcting use frequently used words (e.g., to, two, too; there, their).

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **(L.4.2 a,c,d)**

- a. Use correct capitalization.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

Use knowledge of language and its conventions when writing, speaking, reading, or listening. **(L.4.3a-b)**

- a. Choose words and phrases to convey ideas precisely.

- b. Choose punctuation for effect.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. **(L4.4a,c)**

- a. Use content (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- c. Consult reference materials (dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. *quizzed, whined, stammered,*) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation). **(L4.6)**

#### ESSENTIAL QUESTIONS:

- As researchers, how do we find out which facts are most important?
- Which tools can connect us to those we might learn more from?
- Which tools can help us locate and organize our facts best?
- When does it make sense to revise our thinking and work?
- Can you always believe what you see?
- What can explain animal behavior? (science)
- How can a mistake turn into success? (social studies)
- How can knowing another language create understanding? (ELA)
- How can attention to detail help solve a problem? (math, problem solving, ELA, SS, Science)

#### BY THE END OF THIS UNIT, STUDENTS WILL KNOW: (What do I need to teach?)

- **Strategies for determining the following when reading informational text:** *How to Determine* Facts, Elements of Organization
- **From narrative text read:** *How to Interpret*

#### BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO: (What do I need to model, coach the development of, and ask students to perform/do?)

- **Interpret, from informational text read:** Use of Facts, Organization as a Trait of Writing
- **Interpret, from narrative text read:**

<p>Organization, Plot, Character, Genre</p> <ul style="list-style-type: none"> <li>• <b>Strategies for writing informative/explanatory text:</b> <i>How to</i> create guided questions for research, how to identify main ideas and create them in own writing, how to use supporting details, how to use facts from varied sources, the research process, and revision to create an organized piece of writing, how to sequence events and make notes</li> <li>• <b>Strategies for selecting appropriate research and publication tools online.</b> How to evaluate the authenticity of a source, how to ensure a source meets the needs of the researcher, evaluate publication tools to choose an appropriate tool according to how it meets the needs of the writer, and the requirements of the assignment</li> <li>• <b>Strategies for applying and improving use of conventions:</b> <i>How to</i> Use proper English grammar conventions when writing and speaking, Use knowledge of language and its conventions when reading, writing, listening and speaking, Use proper English grammar conventions when writing and speaking</li> <li>• <b>Strategies for demonstrating speaking, listening, and collaborative learning skills:</b> How to practice: Active listening, Taking turns while others speak, Speaking clearly, Sharing facts found, Asking questions</li> </ul>	<p>Organization as a Trait of Writing, Plot, Character, Genre</p> <ul style="list-style-type: none"> <li>• <b>Create, as writers of informative/explanatory text:</b> Guided Question for Research, Main Idea, Supporting Details, <b>Use, as writers of informative/explanatory text:</b> Facts from Varied Sources, Research Process, Revision, Texts and Illustrations, Organization as a Trait of Writing, Sequence of Events, Note-making</li> <li>• <b>Use internet to research and publish writing.</b></li> <li>• <b>Apply conventions:</b> Use proper English grammar conventions when writing and speaking, Use knowledge of language and its conventions when reading, writing, listening and speaking, Use proper English grammar conventions when writing and speaking</li> <li>• <b>Demonstrate speaking, listening, and collaborative learning skills:</b> Active listening, Taking turns while others speak, Speaking clearly, Sharing facts found, Asking questions for clarification, Using visuals to share details</li> <li>• <b>Foundational Reading Skills:</b> Read accurately unfamiliar multisyllabic words, Read grade level text with purpose</li> </ul>
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for clarification, Using visuals to share details

- **Strategies for Applying Foundational Reading Skills:**

*How to* read unfamiliar multisyllabic words accurately, strategies for reading grade level appropriate text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary

- **Language Skills**

*How to* make use of the knowledge of language and its conventions when reading, writing, listening and speaking. How to choose words and phrases to convey precise ideas, choose punctuation for effect. How to utilize formal and informal language when appropriate. How to use context clues, consult reference materials (both print and digital) to find the pronunciation and definition. How to use content specific vocabulary

and understanding. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary

- **Language Skills:**

Use knowledge of language and its conventions when reading, writing, listening and speaking, choose words and phrases to convey precise ideas, choose punctuation for effect, Utilize formal and informal language when appropriate. Use context clues, Consult reference materials (both print and digital) to find the pronunciation and definition. Use content specific vocabulary.

### PHASE TWO: ASSESSMENT EVIDENCE

**Which Common Core Standard(s) for Literacy are formally assessed within this unit?**

RI.4.1, RI.4.2, RI.4.7, RI.4.8, RI.4.9, RI.4.10, W.4.2 a-e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.9b, W.4.10

**Post-Assessment Task**

**Unit 4 Culminating Task**

**Formative Assessment Process:**

**What will the student do or produce to demonstrate their understanding and abilities?**

- **How will the teacher support performance on this task?**
- **How will the teacher formatively assess student work and provide feedback?**

**Students will.....**

- Research various mysteries that emerge from the fields of math, science and history. Determine the main idea and supporting details for each text. Use their note sheets to refer to details and examples when explaining what a text says explicitly and when drawing inferences. **(RI.4.1) (RI.4.2) (RI.4.9) (RI.4.10) (W.4.7)**
- On note sheet, explain how the author uses reasons and evidence to support specific points in a text. **(RI.4.8) (W.4.9b)**
- **Timed Writing Task: Use what was learned from research to integrate information from at least two sources into one summary. Submit to the**

**Teacher will.....**

- Provide access to nonfiction mysteries in print and digital form. Support students in locating them.
- Ask students to determine main idea and supporting details from text, but do not provide any background knowledge, models, or examples. This work must be done independently.
- Assign timed writing task, which must be completed in 45 minutes of class time.
- Collect summaries, use a standards-based rubric to assess quality and provide criteria-specific feedback to students.
- Capture findings/data from the timed writing task using the approved rubric.
- Use these findings to inform instruction, revise curricula, and coach individual writers to improve skills.

**teacher for baseline assessment purposes. (W.4.4) (RI.4.2)(RI.4.9)**

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| <ul style="list-style-type: none"> <li>• Revise draft in response to feedback from teacher and submit for grade. <b>(W.4.4) (W.4.5)</b></li> <li>• On <u>note sheet</u>, explain how the author uses reasons and evidence to support specific points in a text. <b>(RI.4.8) (W.4.9b)(W.4.10)</b></li> <li>• Plan to compose an informational text based on what was learned. Capture pre-writing on <u>note-sheet</u>. <b>(W.4.5)(W.4.10)(RI.4.1)(RI.4.9)</b></li> <li>• Compose the rough draft of this text, taking care to include: <b>(W.4.4) (W.4.5)(W.4.2 a-e)</b> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Model how authors use reasons and evidence to support specific points in a text before asking students to practice.</li> <li>• Model strategies for integrating information from at least two different texts about mysteries, in order to write knowledgeably about them, prior to asking students to practice.</li> <li>• Guide writers through the process of developing the draft of their stories, based upon their research.</li> <li>• Support writers as they use a rubric to self-assess their first draft.</li> <li>• Coach writers to provide high quality criteria-specific feedback to peers.</li> <li>• Support writers in the first revision of their draft. Collect.</li> <li>• Capture findings/data from the first draft of their process-driven product, using the rubric.</li> <li>• Use these findings to inform instruction, revise curricula, and coach individual writers.</li> <li>• Provide writers criteria-specific feedback on process-driven products and timed writing tasks.</li> <li>• Help writers evaluate and select appropriate tech tools for the publication of their mystery.</li> <li>• Require revision of mystery as publication with tech tool occurs, and then collect for grading purposes.</li> <li>• Support writers as they publish final drafts to the server.</li> </ul> |
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explanation presented.

- Use a criteria-specific rubric to self-assess. **(W.4.4) (W.4.5) (W.4.10)**
- **Engage in peer-review, capture reflections from peer review on their note sheets, revise draft, and submit to teacher for baseline assessment purposes. (W.4.4) (W.4.5) (W.4.10)(W.4.2a-e)**
- Consider the audience of such a piece when selecting an appropriate tech tool for publication. Use Microsoft suite, Print Shop, Story Board, Flip Cams and/or Photo Booth to publish a revised final copy of this piece, after responding to teacher feedback. Explain how information presented visually, orally, or quantitatively contributes to the understanding of the text. Capture this on note-sheet. **(RI.4.7) (W.4.6)(W.4.10)**
- Publish to the school district's server, where they may be used as mentor texts for other classes and students. **(W.4.10)**

**PHASE THREE:  
WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE  
LITERACY BLOCK**

<b>MOMENT:</b>	<b>PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:</b>	<b>USING THESE RESOURCES:</b>
<b>GUIDED READING</b>	Targeted comprehension, fluency, listening and speaking and /or language skills	Textbook leveled readers Rubrics Checklists Annotated Records Fluency Checks
<b>SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXT</b>	<ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Supporting Details</li> <li>• Use of Facts</li> <li>• Text</li> <li>• Illustrations/Graphic Sources</li> <li>• Organization as a Trait of Writing</li> <li>• Compare &amp; Contrast</li> <li>• Plot</li> <li>• Character</li> <li>• Active listening</li> <li>• Speaking clearly</li> <li>• Sharing facts founds</li> <li>• Asking questions for clarification</li> <li>• Using visuals to share details</li> <li>• Sequence of Events</li> <li>• Research Process</li> <li>• Revision</li> </ul>	<p>Individual or small group-selected text relevant to mysteries, puzzles, and/or discoveries</p> <p>Rubrics Checklists Annotated Records</p> <p>Leveled Trade Books: <i>Cam Jansen</i> <i>Morning Girl</i> <i>Mystery of the Bermuda Triangle</i></p> <p>Unit 4: Selection Read Alouds (Houdini, Mysterious Animals, Hieroglyphs, Encyclopedia Brown)</p> <p>Unit 5: Selection Read Alouds Weeks 2, 3, 5 (Lost City, Amelia Earhart, Moonwalk)</p> <p>Rubrics Checklists Annotated Records</p>

